DEPARTMENT OF THE AIR FORCE
Air and Space Basic Course (AETC)
Maxwell Air Force Base, Alabama 36112

LESSON PLAN

A1720, BLUE THUNDER II CAMPAIGN PLANNING

CONTENTS

RECORD OF CHANGES

CHANGE NUMBER	REMARKS
New Lesson	Supercedes ASBC lesson 1410 dated 7 Aug 00
Change 1	Updates ASBC lesson A1720 dated 27 Aug 01
Change 2	Updates ASBC lesson A1720 dated 27 Aug 01

SUMMARY OF CHANGES

Eliminates NCA references.

- Modified Criterion Objective, G-1
- Modified Time Outline, P-1
- Modified Legend, HO1-2 and Atch 2-2
- Added Aircraft Beddown verbage to Item C, HO1-3 and Atch 2-4
- Added Aircraft Beddown requirement to Item B, Day 1; Atch 2-3
- Updated End of Day Checklist, Atch 3-1
- Updated Final DayTear Down Checklist, Atch 3-2

EDUCATIONAL GOALS

A1000 Area Objective: Apply aerospace power capabilities and officership principles to warfighting.

A1700 Phase Objective: Apply Joint aerospace operations planning and execution tools effectively to complete the Blue Thunder wargame.

A1720 - BLUE THUNDER II CAMPAIGN PLANNING

Criterion Objective:

GIVEN:	PERFORMANCE:	STANDARDS:
• BLUE THUNDER II Scenario • Planning Documents • AFDD 1 • AFDD 2 • Player Aids • Gaming Tools • ACES Reports	• Complete A/C beddown procedures • Develop strategy • Brief strategy and campaign plan • Input Satellite Passes for Adjudication • Analyze ACES reports	• Analyze ACES environment to choose A/C and location for initial beddown • Develop an overarching attack and defense strategy to aid in developing campaign plan • Brief the Campaign Plan to JFACC by hour 6 of day 1 • Input Satellite data into ACES • During the first half hour of each game turn, analyze reports IAW Attachment 1

Lesson Description: Students are given the initial Blue Thunder II scenario information (e.g. ACES start of exercise reports, intelligence updates, background papers, operational environment research information, etc.) with direction to begin their initial planning for their air campaign. They will use these documents and their own discretion to develop their Air Campaign plan. During this planning,

they will need to look at force beddown locations, force allocation, and an overall concept of operations. At the end of the lesson, students will brief their campaign plan to the JFACC and then input their satellite pass requests into the GUI.

Prerequisites: A1710, Blue Thunder II Introduction and Familiarization

Preparation: Read the Atlantis Background Paper.
Be familiar with Blue Thunder planning documents.

Optional: N/A

Rationale/Linkage: The students will begin to bring together all previous instruction by implementing a strategy incorporating the core competencies. In this lesson they implement important planning concepts to meet campaign planning objectives while incorporating their knowledge of aerospace systems and capabilities, Air Force doctrinal perspectives, and team dynamics. Realization of the overall wargame objectives will hinge largely on their success in this block as it sets the stage for their success or failure in the MAAP planning.

INSTRUCTIONAL PLAN

1. TITLE AND LENGTH OF LESSON: BLUE THUNDER II CAMPAIGN
   PLANNING (6:00)

2. RELATION TO OTHER INSTRUCTION: The student's proficiency with
the ACES interface will depend heavily on the two students sent to the training the
previous week during the Blue Thunder II Introduction and Familiarization lesson.
In order for the Blue Thunder II execution phase to run smoothly, the students
must have a productive planning phase. It is very important to accomplish the
tasks timely and thoroughly.

3. GENERAL METHOD OF INSTRUCTION:

   a. Presentation Method: Guided Performance

   b. Time Outline:

Segment Time	Total Time	Description
0:15	(0:15)	JFACC Guidance
0:15	(0:30)	AOC Director Guidance/Comments
1:15	(1:45)	Operational Environment Research
0:15	(2:00)	Estimate Briefing
0:30	(2:30)	Objective Determination
0:30	(3:00)	Center of Gravity Determination
0:45	(3:45)	Strategy Development
1:00	(4:45)	Campaign Plan Development/Briefing Prep
1:15	(6:00)	JFACC Campaign Plan Briefing

   c. Instructor Preparation:

   - Review lesson plan and FC checklist
   - Practice using the ACES interface to accomplish all types of data input
   - Understand the Blue Thunder II scenario and support material

   d. Instructor Aids/Handouts:

   - ACES Reports

- FC Checklists
- Blue Thunder II Handbook

e. Student Preparation:

- Read the Atlantis Background Paper
- Be familiar with the content of the planning documents

f. Strategy: The students begin experiencing the concepts and definitions taught throughout the course. This is not a true demonstration-performance instruction and should not be treated as such. Rather, the instructor will provide broad guidance and assign tasks for the students to perform. To assist the students, the flight commander (FC) checklists will be available for additional guidance. There are many checkpoints throughout the day for the FC to ensure students are on schedule. These checkpoints provide opportunities to discuss the ideas presented and to provide additional guidance, if necessary. The interaction with the students should be sufficient to reach the objectives.

g. References:

N/A

4. DETAILS OF INSTRUCTION

{Instructor Notes:

Site Setup

Hopefully you have spent some time as a group thinking about your strategy; I'm sure your opponent has. Your success over the next couple of days depends on how well you plan and how well you apply your forces.

Step them through attachment Atch1 to get your area ready. Only use attachment Atch1 if you are at the BT Tent Site.

Give your Air Operations Center (AOC) Deputy Director handout HO1. Explain to the student that the handout contains all the information for each day of BT.

Today you will focus on the Day 1 planning information. Allow that student to run the show as much as possible. Your role as the AOC Director is that of a guide. Make sure they are heading in the correct direction. The rest of this lesson is self-paced by the students.

Use attachment Atch2 as your guide for the each day of BT.

Please follow the end of day checklist on attachment Atch3}

Blue Thunder II
Student Processes and Procedures

Attachments:

1. Operational Environment Research (OER) checklist
2. Estimate briefing template
3. Center of Gravity (COG) list
4. JFACC campaign planning briefing template
5. Combat assessment briefing preparation checklist
6. Combat assessment briefing template
7. MAAP briefing template
8. MAAP briefing preparation checklist
9. Sub-objective sample
10. Apportionment and allocation instructions

Day One: Planning

Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6

A | B | C | D | E | F | G | H | I

J

Day Two: Execution

Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6

A | B | K | L | N | O | Q

M

J

Day Three: Execution

Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6

K | A | B | P | N | N | O | Q

L

M

LEGEND
A. JFACC Guidance and Intent
B. AOC Director Comments
C. Aircraft Beddown and Operational Environment Research (OER)
D. Estimate Briefing
E. Objective Determination
F. COG Identification
G. Strategy Development
H. Campaign Plan Development
I. JFACC Campaign Plan Briefing
J. Briefing Prep
K. ISR Assessments/Reports Review
L. Target Identification
M. Build Packages
N. AOC Director Briefing
O. Briefing Refinement
P. Campaign Assessment
Q. JFACC MAAP Briefing

TASK INSTRUCTIONS

A. JFACC Guidance and Intent

Day One: Accomplished by the JFACC. (Approx. 15 min)

Day Two: Accomplished by the JFACC. (Approx. 15 min)

Day Three: Accomplished by the JFACC. (Approx. 15 min)

B. AOC Director (Flight Commander) Comments

Day One: Accomplished by AOC Director (Flight Commander)

Day Two: Accomplished by AOC Director (Flight Commander)

Day Three: Accomplished by AOC Director (Flight Commander)

General Guidance for Tasks C-H:

There is no set way to divide your flight to perform the JAOP steps on day one. You may decide to split it up like you did for the JAOP Research/Briefing lesson or you may decide to perform each step as a group. Make the decision on how to divide, or not divide, your flight up based on what you feel will maximize your participation. If you perform each step of the cycle consecutively, using divided up groups, you will probably end up with several flight members that are not actively participating. Use your judgment!

C. Aircraft Beddown and Operational Environment Research (OER)

During this phase you have to gain an understanding of the environment you will be planning operations within. This understanding will include the following; see attachment 1 for a detailed checklist of items to be briefed (approx 75 min):
-The adversary: their leadership, their forces, their doctrine, and their strengths/weaknesses.
-The friendly forces: locations, strengths/weaknesses.
-Rules of Engagement (ROE).
-Contextual issues: weather, terrain, etc.
-The regional political situation.
-Potential Courses of Action (COAs)
Once you feel comfortable with the battlespace environment, you must make the decision which aircraft would be best suited to operate in the Atlantis theatre of operations. Take into account such things as ROE, JFACC and National Objectives, National Strategy, aircraft capabilities (both strengths and limitations), as well as optimal locations for beddown. Make sure you make full use of Intellink during this process. Keep in mind that you are only allowed to introduce an additional 96 aircraft into theatre to augment pre-existing forces. Once you have completed this decision process, you will input the selected choices into the GUI.

D. Estimate Briefing

During OER you used the detailed checklist in attachment 1 to gain an understanding of the battlespace. Now you will use the estimate briefing template (attachment 2) to prepare and present a situation estimate briefing to the AOC Director and JFACC if he/she is available. The outcome of this briefing should be a common understanding of where aerospace operations will take place, an appreciation of both adversary and friendly forces and their strengths and weaknesses. This understanding should translate smoothly into the next planning step--objective determination. Make sure you are able to find the information on enemy force structure that is available in the startex reports and by using the GUI. (Approx. 15 min)

E. Objective Determination

In this planning phase you will use the objectives provided by the AOC Director. You will decide whether or not these objectives meet the criteria for good objectives--clear, concise, attainable, and measurable. It should become obvious fairly quickly that some of the objectives are vague and can be interpreted several ways. You should use the knowledge you have gained during OER to come up with sub-objectives that will lead to the accomplishment of the main objectives. See attachment 9 for a sample of what these sub-objectives may look like. The AOC Director should guide you so that they fully understand the importance of the objectives and ensure that they meet the above stated objective criteria. (Approx. 30 min)

F. Centers of Gravity (COG) Identification

Now that you have studied the enemy and other factors in OER and clearly stated your objectives we have to look at COGs. COGs are defined as those characteristics, capabilities, or localities from which a military force, nation, or alliance derives its freedom of action, physical strength, or will to fight. COGs are those centers of power that if defeated or disrupted will have the most decisive result. You need to identify those entities for both the friendly and adversary sides that qualify as COGs. COG analysis ultimately leads to the identification of vital target sets within the individual COGs. Vital targets are those that, if successfully attacked, will have the greatest effect on the enemy COGs. What all this means is that you must identify those entities that can be attacked or disrupted to achieve the JFACC objectives and those friendly vulnerabilities that must be protected so that the enemy doesn't achieve their objectives. You will identify COGs for the adversary and friendly forces and display them as an aid to planning on attachment 3. You should then be able to identify some vital targets that must be affected to influence that COG to meet the objectives. (Approx. 30 min)

G. Strategy Development

This stage begins once the objectives and sub-objectives are defined and understood. Make sure that you remember that the objectives are the "what" you are trying to accomplish and the strategy is the "how". Develop a strategy statement that fits the operational level of conflict. This statement should include words such as control, paralyze, isolate, halt, delay, decapitate, destroy, etc. A strategy statement links the strategy to the objective(s) it is designed to achieve. For example, an objective to "reduce enemy military capability to a defensive posture only" might be supported by the following strategy statement: "Prevent the enemy from conducting coordinated offensive military operations by isolating the leadership from the fielded forces through lethal and nonlethal attacks on command and control facilities and infrastructure." Clearly defined and articulated strategies focus our target selection and actions on the defined objectives and desired end state while minimizing unnecessary diversions and fragmenting of effort. (Approx. 45 min)

H. Campaign Plan Development

The last stage you will accomplish is the campaign plan. This stage will incorporate the previous stages. The end product of this stage will be a campaign plan briefing that is presented to the JFACC and AOC Director. See attachment 4 for the JFACC campaign plan briefing template. The most important thing that you will present in this briefing is the phasing of the operations. You should give a rough timeline for gaining air superiority, taking the area of interest, or protecting the area of interest—whatever the case may be, and eventually reaching the desired end state. (Approx. 60 min)

I. JFACC Campaign Plan Briefing

The outcome of this stage will be a structured briefing on how you intend to use aerospace power to accomplish your objectives. At the end of the briefing ensure that you firmly grasp the planning concepts and understand what they will be doing in the subsequent days to put their plan into action. (Approx 75 minutes)

J. Briefing Prep

During this time you will ensure you have accomplished all tasks and gathered all information to be presented during the briefing. Use all pertinent checklists and templates for preparation and presentation of the briefings. (Approx 45 min)

K. ISR Assessments/Reports Review

Day Two: On this day, ISR should brief the flight, AOC Director, and possibly the JFACC on the results of any satellite passes planned and performed on day one. This will impact your targeting. (Approx. 15 min)

Day Three: ISR will present an overview of the previous days missions and any other information that has been obtained from ISR assets. This information will be crucial to the campaign assessment briefing later that period. (Approx 20 min)

L. Target Identification

During this period you will use all that you have learned during your OER; along with the objectives, constraints/restraints, the master target list, and ROE to choose targets. Ensure that you are using Warden's five rings and the Strange model to assist in this task. Make sure that you always have the JFACC's apportionment guidance in mind as you work. (Approx 105 min day one, 125 day two)

M. Build Packages

You will use the ACES GUI to build your packages. Make sure that you remember the functions and capabilities you were shown earlier in the course and you package wisely.

N. AOC Director Briefing

This period serves as a "checks and balances" before you give the JFACC MAAP Briefing. The AOC Director will refocus you onto any points you might have missed or not understood. (Approx 30 min)

O. Briefing Refinement

This period is set up for you to make any last minute changes the AOC Director might have pointed out during the AOC Director Briefing. (Approx 30 min)

P. Campaign Assessment Briefing

You will use attachments 5 and 6, and the overnight reports to build this briefing. This will serve as a gauge as to whether their campaign is proceeding along as planned. Realize that one day's worth of battle damage assessment (BDA) is not enough data to make any changes to a campaign.

Q. JFACC MAAP Briefing

You will use attachments 7 and 8 to prepare your MAAP briefing. The briefing should be a mixture of slides and information on the ONC.

Attachment 1

OPERATIONAL ENVIRONMENT RESEARCH (OER) CHECKLIST

	Yes	No
STUDENT NOTE: Use this checklist as a guide for conducting the OER portion of your campaign planning.		
Become familiar with the history of the region. Learn how this history may have an influence on how operations are conducted or why operations are conducted. If pertinent, be able to locate important historical areas on the chart.		
Be able to explain how geography can/will impact operations in the region. As a minimum, identify how the following geographic features can/will impact operations: coastlines, mountains, rivers, swamps, plains, urban areas, and rural areas. Be able to identify key geographic areas on the chart.		
Be able to explain the normal weather in the region and how the weather could impact operations in the region during this time of year. Get current weather data from the ACES GUI.		
Understand the differing cultures in the region. Most of this information is found in the country studies.		
Understand the friendly and adversary political systems and their strengths and weaknesses. This information can be found in the country studies.		
Explain the economic information for the friendly and adversary countries. Be able to explain whether or not the countries have strong or weak economies, and what the country's economies rely on. This information is available in the country studies.		
Understand what the predominant religious factors are for the region and what, if any, impact religion could have on operations.		
Use all available information to gain an understanding of both the friendly and adversary infrastructures. Key on which of the infrastructure entities have obvious weaknesses and strengths for both the adversary and enemy. Be sure to cover the power production, petroleum, oil and lubricants (POL), and transportation.		
Discern how each country performs its international relations. Is the country isolationist? Does it rely on any particular country for support or patronage? This information can be found in the country studies.		
In addition to its international relations, what alliances does each country have?		
Be aware of each countries armed forces. What are their orders of battle? What are their training levels? Do they have any recent war experiences? Do they have any night fighting capabilities? What are their doctrine and strategies? What are their key support capabilities? Use the ONC to depict as much of this information as possible. The information gains meaning when shown in respect to the battlespace.		
Be familiar with both friendly and adversary geopolitical objectives.		
Based on all the information you have on the adversary, be able to postulate potential strategies they might use to gain their objectives.		

A1720-HO1-6

ESTIMATE BRIEFING TEMPLATE

Estimate Briefing

*After you have performed your initial OER you should put together an estimate briefing to make sure everyone understands the situation and the battlespace. Use attachment 6 to guide the briefing.

Situation Overview

*You should explain why the national leadership has seen fit to employ our forces in this situation.

Leadership

- Poseidon

- Neptune

*Here you should explain the differing leaders for each side and any important information about how this person rules and employs his/her forces.

Battlespace

- Geography
- Weather
- Hydrography
  - Coastlines
  - Rivers

*Here is where you should depict the operations area where we will employ forces. Use the ONC for this task. The JAOP Research lesson spelled out the areas that this should cover.

Fielded Forces

- Poseidon

- Neptune

*When you brief the fielded forces you should let your audience know the numbers, types, training, location, and any other pertinent info. The ONC is very good at showing forces in relation to the battlespace. Make sure you cover both Red and Blue forces.

Courses of Action

- Poseidon

- Neptune

*It is at this point that you show what you think the adversary is going to do based on their forces, leadership, and the battlespace. When you plan a campaign it has to be in relation to what the other side is doing or going to do

Attachment 3

CENTERS OF GRAVITY

LEADERSHIP:

1.
2.
3.
4.
5.

INFRASTRUCTURE

1.
2.
3.
4.
5.

ORGANIC ESSENTIALS

1.
2.
3.
4.
5.

POPULATION

1.
2.
3.
4.
5.

FIELDED FORCES

1.
2.
3.
4.
5.

CAMPAIGN PLAN BRIEFING TEMPLATE

Campaign Plan

*This briefing will get across to the JFACC whether or not you are grasping the concepts associated with air campaign planning. This will be an expansion of the estimate briefing and incorporate the other planning steps, culminating in a finished plan.

Operational Environment Research

- History
- Geography
- Weather
- Culture
- Political Systems
- Economy
- Religion
- Infrastructure
- International Relations

- Connections to Allies
- Fielded Forces
- Geopolitical Objectives
- Potential Strategies
- Leadership personality/training

*This step is the most extensive because it involves the gathering of the data. It "bounds" the problem for the planners and lets them know their, and the adversary's, strengths and weaknesses.

Aerospace Objectives

- JFACC Objectives
  - Sub-objectives

Centers of Gravity

- Enemy

- Friendly

Strategy

- Objective
  - Strategy
- Objective
  - Strategy

* A good strategy statement shows that you understand the objective and the effects required to meet the objective.

Campaign

*Most of this slide should be briefed on the ONC. Here you will outline the sequencing of how you will achieve the objectives and desired end-state. You might use slides to name the different parts of their campaign and illustrate it on the map.

Attachment 5

COMBAT ASSESSMENT BRIEFING PREPARATION CHECKLIST

	Yes	No
STUDENT NOTE: use this checklist to ensure that you have all the information you need to prepare and present the combat assessment briefing		
Have the overnight reports been received and broken out by ISR		
Were the results of all missions tasked reflected in the overnight reports		
Did you tie all targets struck back to one of the JFACC objectives/sub-objectives		
If the objectives were not achieved, have decided to ask for a reattack recommendation		

COMBAT ASSESSMENT BRIEFING TEMPLATE

Combat Assessment Briefing

Previous current   Objectives

◯   ◯   1.

◯   ◯   2.

◯   ◯   3.

◯   ◯   4.

◯   ◯   5.

◯   ◯   6.

◯   ◯   7.

◉ Unknown ⊞ Not Met ⊡ Partially Met ◍ Fully Met

*After you receive the overnight reports you will be able to depict how you are doing based on the reported current effectiveness of the targets struck.
(Day 3 Only)

Combat Assessment Briefing

Previous current   Objectives

◯   ◯   8.

◯   ◯   9.

◯   ◯   10.

◯   ◯   11.

◯   ◯   12.

◯   ◯   13.

◯   ◯   14.

◉ Unknown ⊞ Not Met ⊡ Partially Met ◍ Fully Met

Objective ___ Targets

TARGET	RESULTS
1.	◯
2.	◯
3.	◯
4.	◯
5.	◯
6.	◯
7.	◯
8.	◯
9.	◯
10.	◯

◉ Unknown   ⊞ Not Met   ▦ Partially Met   ▨ Fully Met

*Based on the effect you were trying to obtain, you will be able to break down the targets by objective and show their status.

Objective ___ Targets

TARGET	RESULTS
11.	◯
12.	◯
13.	◯
14.	◯
15.	◯
16.	◯
17.	◯
18.	◯
19.	◯
20.	◯

◉ Unknown   ⊞ Not Met   ▦ Partially Met   ▨ Fully Met

Reattack Recommendations

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

*Based on your campaign plan, and the results you have received from attacks, you will be able to make reattack recommendations for the current planning day.

MASTER AIR ATTACK PLAN BRIEFING TEMPLATE

MASTER AIR ATTACK PLAN

Overview

*This slide should reflect the current apportionment guidance as provided by the JFACC.

- Aircraft Apportionment
  - ___% OCA
  - ___% DCA
  - ___% SA
  - ___% Counterland

Aircraft Allocation: OCA

- ___ F-16CJ
- ___ F-16C
- ___ F-15E
- ___ B-1B
- ___ F-117
- ___ B-52
- ___ F-15C
- ___ MIRAGE
- ___ TORNADO

- ___ F-14
- ___ AC-130
- ___ B-2
- ___ EA-6B
- ___ FA-18
- ___ HARRIER
- ___ JAGUAR
- ___ A-10
- ___ Cruise Missiles

*Use the Aircraft Allocation Worksheet located on the Intelink website to get these numbers.

Aircraft Allocation: DCA

- ___ F-16CJ
- ___ F-16C
- ___ F-15E
- ___ B-1B
- ___ F-117
- ___ B-52
- ___ F-15C
- ___ MIRAGE
- ___ TORNADO

- ___ F-14
- ___ AC-130
- ___ B-2
- ___ EA-6B
- ___ FA-18
- ___ HARRIER
- ___ JAGUAR
- ___ A-10
- ___ Cruise Missiles

* Use the Aircraft Allocation Worksheet located on the Intelink website to get these numbers.

Aircraft Allocation: Counterland

- ___ F-16CJ
- ___ F-16C
- ___ F-15E
- ___ B-1B
- ___ F-117
- ___ B-52
- ___ F-15C
- ___ MIRAGE
- ___ TORNADO

- ___ F-14
- ___ AC-130
- ___ B-2
- ___ EA-6B
- ___ FA-18
- ___ HARRIER
- ___ JAGUAR
- ___ A-10
- ___ Cruise Missiles

* Use the Aircraft Allocation Worksheet located on the Intelink website to get these numbers.

Aircraft Allocation: SA

- ___ F-16CJ
- ___ F-16C
- ___ F-15E
- ___ B-1B
- ___ F-117
- ___ B-52
- ___ F-15C
- ___ MIRAGE
- ___ TORNADO

- ___ F-14
- ___ AC-130
- ___ B-2
- ___ EA-6B
- ___ FA-18
- ___ HARRIER
- ___ JAGUAR
- ___ A-10
- ___ Cruise Missiles

Use the Aircraft Allocation Worksheet located on the Intelink website to get these numbers.

1ST WAVE
Time:_____

Targets:

Objective:

*Using this slide and the ONC, you will show you how they are applying aerospace power using phasing, to achieve effects to achieve objectives.

2nd WAVE
Time:_____

Targets:

Objective:

*Using this slide and the ONC, you will show you how they are applying aerospace power using phasing, to achieve effects to achieve objectives.

3rd WAVE
Time:_____

Targets:

Objective:

*Using this slide and the ONC, you will show you how they are applying aerospace power using phasing, to achieve effects to achieve objectives.

ISR Plan

- ___ AWACS
- ___ EC-130
- ___ JSTARS
- ___ U-2
- ___ UAV

*Now that you have shown you what they plan, they have to show you how they are going to know they are successful. They should show you where these assets are concentrating on the ONC.

Attachment 8

MAAP BRIEFING PREPARATION CHECKLIST

	Yes	No
STUDENT NOTE: Use this checklist to ensure that you are accomplishing all pertinent tasks for the MAAP Briefing		
Apportionment: use the apportionment given by the JFACC at the start of the day to complete this slide.		
Allocation-OCA: put the amount of each airframe type that you are using to accomplish this mission area. Use Worksheet on Intelink.		
Allocation-DCA: put the amount of each airframe type that you are using to accomplish this mission area. Use Worksheet on Intelink..		
Allocation-Counterland: put the amount of each airframe type that you are using to accomplish this mission area. Use Worksheet on Intelink.		
Allocation-SA: put the amount of each airframe type that you are using to accomplish this mission area. Use Worksheet on Intelink.		
1st Wave: On this slide you will get across to the JFACC your phasing. You will put the time over target for this wave, the targets being struck, and the objective(s) being met.		
2nd Wave: On this slide you will get across to the JFACC your phasing. You will put the time over target for this wave, the targets being struck, and the objective(s) being met.		
3rd Wave: On this slide you will get across to the JFACC your phasing. You will put the time over target for this wave, the targets being struck, and the objective(s) being met.		
ISR Plan: On this slide you will put the number of assets you will be employing to support that planning day's missions. You will also annotate on the ONC where these assets will be to perform their missions.		

Attachment 9

OBJECTIVE/SUB-OBJECTIVE SAMPLES

The object of writing sub-objectives is so that the objectives meet the criteria for good objectives, i.e., they are clear, concise, attainable, and measurable. As the current objectives are written, they are not very clear, nor necessarily attainable. Below are a few examples of how to write sub-objectives to more adequately let you meet their objectives.

Objective: Isolate Country X's leadership from the battlespace

Sub-objective: Destroy the satellite communications center in the capitol city.

Objective: Maintain air superiority over all areas necessary; permitting unhindered air operations.

Sub-objective: Destroy the SA-5 site

Objective: Maintain air superiority over all areas necessary; permitting unhindered air operations.

Sub-objective: Maintain air superiority over the disputed area

Attachment 10

APPORTIONMENT AND ALLOCATION INSTRUCTIONS

Instructions for this task can be found on Intelink on the ASBC intranet.

<u>Arrival Checklist (Use only if at BT Tent Site)</u>

UPON ARRIVAL, COMPLETE THE FOLLOWING:

- <u>Day 1:</u>
    - Bring 5 Students to the BT Warehouse to pickup the following Items:
        - **Flt/CC signs for Laptop/hub/printer**
            - **1 student for Laptop and hub**
            - **1 student to carry the flight printer**
        - 2 Students to pickup a water container (w/ice), fill it up, return to tent
        - 1 Student to pickup a garbage bag (if needed), a fan (if needed), and paper towels (if available)
- <u>Day 2:</u>
    - Flt/CC (or student) to warehouse to pick-up 3 laptops/hub/printer from assigned area
- <u>Day 3:</u>
    - Flt/CC (or student) to warehouse to pick-up 3 laptops/hub/printer from assigned area

ROLL UP TENT SIDES (WEATHER PERMITTING):
(Remember the Critters when rolling tents)

- Use at least 3 people
- Roll so bottom turns in toward tent (this is to avoid a trough that would catch rain water)
- With tent sides up you must monitor weather and lower as appropriate to protect electronic equipment

SETTING UP LAPTOPS:

- Place your laptop on a table and connect it to a power source but do not turn it on yet
- Place HUB on table and connect it to a power source
- Connect black and red connectors (orange cable) to the connection points on the Hub
    - Black connects to the inner connector (left side), Red to the outside (right side)
- Connect computer to HUB using pigtail attachment and blue or gray cable
- Connect printer to one computer and turn printer on before turning that computer on
- Plug in mouse if desired
- Now turn on computer
- NOTIFY STAFF IMMEDIATELY IF YOU DON'T GET THE 3 LINE "USERNAME", "PASSWORD", "DOMAIN" WINDOW

- Enter user name – same as flight room logon
- Password is same as flight room logon
- When "set windows password" window appears press cancel

SETTING UP THE PRINTERS:

- Take the printer out of the box and place it next to one of the laptops. If it is new, make sure the toner and paper is loaded
- Hook up printer to a computer, it doesn't matter which one, and turn printer ON
- Start or restart that computer
- If it adds the printer, it will ask for the WIN98 CD. BROWSE and select D:\WIN98Cabs
- After the printer is set up, Click My Computer, Control Panel
- Click Network
- Click File and print sharing
- Click "I want to be able to allow others to print to my printer". Click OK
- Click OK, Click OK
- It will ask for the WIN98 CD. BROWSE and select D:\WIN98Cabs
- Restart the computer
- After restarting, go into Control Panel, choose Printers
- Right click the HP you just set up
- Select Sharing
- Share it as your flight number. If you are Blackhawks 31, share it as B31. Click APPLY. Click OK.
- Right Click on the Network Neighborhood Icon on the desktop
- Left Click on Properties
- Left click the Identification tab. Note this computer's name in the top box (write it down exactly as it appears)
- Restart the computer

SET UP OTHER COMPUTERS TO PRINT TO THE PRINTER:

- Click on the start button
- Click on settings
- Click on Printers
- Double Click on Add printer
- Choose Next
- Click Network printer
- Type in the name of the computer the printer is hooked up to. It will be the name you noted above. If the name is F67B and you are Blackhawks 31 it will be \\F67B\B31
- Click Next – the name of the printer should be automatically located and you should print a test page
- After the test page prints, everything should be ready to Log in to the GUI

Blue Thunder II:
Flt/CC Processes And Procedures

Purpose: To provide guidance and direction for performing tasks associated with Blue Thunder II.

The following pages will outline the new battle rhythm for the wargame and give instructions for accomplishing the Blue Thunder II tasks.

Please take the time to review these instructions thoroughly and provide any questions, comments, or feedback to your squadron's Blue Thunder II committee member.

It is not the intention of this document to direct the flight commander into how he/she should break down their flight to perform the required tasks. Simply remind your flights of the structure of an AOC and what functions are performed within each division. Give the flights all the latitude they need to organize along their own strengths and weaknesses to perform the tasks. Keep note of what they do and debrief them on the pros/cons of how they organized and performed the tasks. If the students and/or you are having problems drawing comparisons between Blue Thunder II and the AOC structures you taught them earlier here is an easy way to explain it. The first day of BTII is campaign planning and the Strategy Division of the AOC accomplishes this. As far as the rest of the wargame goes, the students are performing a Plans Division task in building the MAAP. If they should ask about the Ops or Air Mobility Divisions, you can tell them that the ACES GUI is performing the air mobility functions and ops functions. With all that said, it may be helpful to appoint a student as the Vice AOC Director to help keep the flight focused on the assigned tasks.

All of the briefing templates within this handout are available in PowerPoint and will be provided by your squadron Blue Thunder II committee member prior to the start of A1720.

Attachments:

1. Day two apportionment guidance
2. Day three apportionment guidance
3. Estimate briefing template
4. JFACC campaign planning briefing template
5. Operational Environment Research (OER) checklist
6. Estimate briefing checklist
7. Sub-objective sample
8. Center of Gravity (COG) list
9. Campaign plan briefing checklist
10. Combat assessment briefing preparation checklist
11. Combat assessment briefing template
12. MAAP briefing template
13. Combat assessment briefing checklist
14. MAAP briefing checklist
15. MAAP briefing preparation checklist
16. Apportionment and allocation instructions

Day One: Planning

Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6

A	B	C		D	E	F	G		H		I

						J		

Day Two: Execution

Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6

A	B	K	L			N	O	Q

		M			

			J		

Day Three: Execution

Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6

K	A	B	P	N			N	O	Q

		L			

			M		

LEGEND
A. JFACC Guidance and Intent
B. AOC Director (Flight Commander) comments
C. Aircraft Beddown and Operational Environment Research (OER)
D. Estimate Briefing
E. Objective Determination
F. COG Identification
G. Strategy Development
H. Campaign Plan Development
I. JFACC Campaign Plan Briefing
J. Briefing Prep
K. ISR Assessments/Reports Review
L. Target Identification
M. Build Packages
N. AOC Director Briefing
O. Briefing Refinement
P. Campaign Assessment
Q. JFACC MAAP Briefing

TASK INSTRUCTIONS

A. JFACC Guidance and Intent

Day One: The JFACC will provide the flight with their country's Z-Diagram handout and any comments or direction pertinent to the planning tasks at hand on day one. The students will perform JAOP functions on this day and it is important that they have the right focus. Day one will closely mirror the JAOP Research class they have already received. The only major difference is that now they have data to plug into their JAOP briefing. With that in mind, reemphasize the lessons they have already learned in the course to get them going in the right direction. (Approx 15 min)

Day Two: On this day the students will be identifying targets that aid in successfully accomplishing the campaign plan they finalized on day one. The JFACC will provide the students with apportionment guidance (attachment 1) and any other guidance that will aid in the days instruction. (Approx 15 min)

Day Three: On this day the JFACC will listen to ISR explain the BDA (overnight reports) and provide apportionment guidance (attachment 2) for this planning day and any additional guidance needed to keep the students focused on their tasks. (Approx 15 min)

B. AOC Director (Flight Commander) Comments

Day One: The AOC Director will ensure that the students understand the JFACC's guidance and objectives and what their tasks are for the day. The Director will post a copy of the battle rhythm for the day and provide the students with all templates required to perform their tasks, i.e., the estimate briefing (attachment 3), the JFACC campaign planning briefing (attachment 4), and the threat template. Make sure the students are aware that they must perform the vital task of choosing which aircraft they wish to beddown in theatre and exactly which locations those aircraft will reside. The students should remember that that these tasks are what the Strategy Division performs in an AOC and to use what they learned in the JAOP Research/Briefing classes to perform the tasks on this day. (Approx 15 min)

Day Two: The AOC Director will ensure that the students understand the JFACC's guidance, objectives, apportionment and what their tasks are for the day. The Director will post a copy of the battle rhythm for the day. Make sure the students remember that these tasks are what the Plans Division performs in an AOC and to use what they learned earlier in the course to perform these tasks. Have them reference the visual aids around the flight room (functions, capabilities, force packaging, core competencies, etc.). (Approx 15 min)

Day Three: The AOC Director will ensure that the students understand the JFACC's guidance, objectives, apportionment and what their tasks are for the day. The Director will post a copy of the battle rhythm for the day. Make sure the students remember that these tasks are what the Plans Division performs in an AOC and to use what they learned earlier in the course to perform these tasks (functions, capabilities, force packaging, core competencies, etc.). Have them reference the visual aids around the flight room. (Approx 15 min)

General Guidance for Tasks C-H:

There is no set way to divide your flight to perform the JAOP steps on Day One. You may decide to split it up like you did for the JAOP Research/Briefing lesson or you may decide to have them perform each step as a group. Make the decision on how to divide, or not divide, your flight up based on what you feel will maximize the education of your students. If you perform each step of the cycle consecutively, using divided up groups, you will probably end up with several students that are not actively participating. Use your judgment!

C. Operational Environment Research (OER)

During this phase the students have to gain an understanding of the environment they will be planning operations within. This understanding will include the following; see attachment 5 for a detailed checklist of items to be briefed (approx 75 min):
>   -The adversary: their leadership, their forces, their doctrine, and their strengths/weaknesses.
>   -The friendly forces: locations, strengths/weaknesses.
>   -Rules of Engagement (ROE).
>   -Contextual issues: weather, terrain, etc.
>   -The regional political situation.
>   -Potential Courses of Action (COAs)

Once the students feel comfortable with the battlespace environment, they must make the decision which aircraft would be best suited to operate in the Atlantis theatre of operations. They must take into account such things as ROE, JFACC and National Objectives, National Strategy, aircraft capabilities (both strengths and limitations), as well as optimal locations for beddown. The students will ensure they make full use of Intellink during this process. Students must keep in mind that they are only allowed to introduce an additional 96 aircraft into theatre to augment pre-existing forces. Once they have completed this decision process, they will input the selected choices into the GUI.

D. Estimate Briefing

During OER the students used the detailed checklists in attachment 5 to gain an understanding of the battlespace. Now they will use the estimate briefing template (attachment 3) to prepare and present a situation estimate briefing to the AOC Director and JFACC if he/she is available. The AOC Director will use the estimate briefing guide (attachment 6) to ensure that the students have adequately covered all pertinent information and have an adequate enough understanding of the battlespace to move on to the next planning stage. The outcome of this briefing should be a common understanding of where aerospace operations will take place, an appreciation of both adversary and friendly forces and their strengths and weaknesses. This understanding should translate smoothly into the next planning step--objective determination. Make sure the students are able to find the information on enemy force structure that is available in the startex reports and by using the GUI. (Approx. 15 min)

E. Objective Determination

In this planning phase the students will use the objectives provided by the JFACC. The students will decide whether or not these objectives meet the criteria for good objectives--clear, concise, attainable, and measurable. It should become obvious fairly quickly that some of the objectives are vague and can be interpreted several ways. The students should use the knowledge they have gained during OER to come up with sub-objectives that will lead to the accomplishment of the main objectives. See attachment 7 for a sample of what these sub-objectives may look like. The AOC Director should guide the students so that they fully understand the importance of the objectives and ensure that they meet the above stated objective criteria. (Approx. 30 min)

F. Centers of Gravity (COG) Identification

Now that the students have studied the enemy and other factors in OER and clearly stated their objectives we have to look at COGs. COGs are defined as those characteristics, capabilities, or localities from which a military force, nation, or alliance derives its freedom of action, physical strength, or will to fight. COGs are those centers of power that if defeated or disrupted will have the most decisive result. The students need to identify those entities for both the friendly and adversary sides that qualify as COGs. COG analysis ultimately leads to the identification of vital target sets within the individual COGs. Vital targets are those that, if successfully attacked, will have the greatest effect on the enemy COGs. What all this means is that the students must identify those entities that can be attacked or disrupted to achieve the JFACC objectives and those friendly vulnerabilities that must be protected so that the enemy doesn't achieve their objectives. Have the students identify COGs for the adversary and friendly forces and display them as an aid to planning on attachment 8. The students should then be able to identify some vital targets that must be affected to influence that COG to meet the objectives. (Approx. 30 min)

G. Strategy Development

This stage begins once the objectives and sub-objectives are defined and understood. Make sure that the students remember that the objectives are the "what" we are trying to accomplish and the strategy is the "how". Have the students develop a strategy statement that fits the operational level of conflict. This statement should include words such as control, paralyze, isolate, halt, delay, decapitate, destroy, etc. A strategy statement links the strategy to the objective(s) it is designed to achieve. For example, an objective to "reduce enemy military capability to a defensive posture only" might be supported by the following strategy statement: "Prevent the enemy from conducting coordinated offensive military operations by isolating the leadership from the fielded forces through lethal and nonlethal attacks on command and control facilities and infrastructure." Clearly defined and articulated strategies focus our target selection and actions on the defined objectives and desired end state while minimizing unnecessary diversions and fragmenting of effort. (Approx. 45 min)

H. Campaign Plan Development

The last stage that the students will accomplish will be the campaign plan. This stage will incorporate the previous stages. The end product of this stage will be a campaign plan briefing that is presented to the JFACC and AOC Director. See attachment 4 for the JFACC campaign plan briefing template and attachment 9 for the briefing guide that the JFACC and AOC Director will use to evaluate the briefing. The most important thing that will be presented in this briefing will be the phasing of the operations. The students should give you a rough timeline for gaining air superiority, taking the area of interest, or protecting the area of interest—whatever the case may be, and eventually reaching the desired end state. (Approx. 60 min)

I. JFACC Campaign Plan Briefing

The outcome of this stage will be a structured briefing on how the students intend to use aerospace power to accomplish their objectives. They should use attachment 9 to build their briefing and you should use attachment 10 to review and evaluate their briefing. At the end of the briefing ensure that the students firmly grasp the planning concepts and understand what they will be doing in the subsequent days to put their plan into action. (Approx 75 minutes)

J. Briefing Prep

During this time the flight will ensure they have accomplished all tasks and gathered all information to be presented during the briefing. Use all pertinent checklists and templates for preparation and presentation of the briefings. (Approx 45 min)

K. ISR Assessments/Reports Review

Day Two: On this day, ISR should brief you on the results of any satellite passes planned and performed on day one. This will impact your targeting. (Approx 15 min)

Day Three: The flight will present an overview of the previous days missions and any other information that has been obtained from ISR assets. This information will be crucial to the campaign assessment briefing later that period. (Approx 20 min)

L. Target Identification

During this period the flight will use all that they have learned during their OER; along with the objectives, constraints/restraints, and ROE to choose targets. Ensure that they are using Warden's five rings and the Strange model to assist them in this task. Make sure that they always have the JFACC's apportionment guidance in mind as they work to help guide them. They will probably break out the targets in the JIPTL and put them in category order to ease their selection. On Day Two extra time has been added to this area due to the fact that it will probably take more time due to the effects they are having on the battlespace. (Approx 105 min day one, 125 day two)

N. AOC Director Briefing

This period serves as a checks and balances for the flight before they give the JFACC MAAP Briefing. The AOC Director will have the opportunity here to refocus the flight onto any points they might have missed or not understood. (Approx 30 min)

O. Briefing Refinement

This period is set up for the flight to make any last minute changes the AOC Director might point out during the AOC Director Briefing. (Approx 30 min)

P. Campaign Assessment Briefing

The flight will use attachment 11 and the overnight reports to build this briefing. This will serve as a gauge as to whether their campaign is proceeding along as planned. Make sure that you let your flight know that one day's worth of battle damage assessment (BDA) is not enough data to make any changes to a campaign. Just reinforce that the JFACC would use tools such as this to make decisions.

Q. JFACC MAAP Briefing

The students will use attachment 12 to prepare their MAAP briefing. The briefing should be a mixture of slides and information on the ONC. Use attachment 14 as a guide to ensure that the flight is on track as to what should be covered during this briefing.

Attachment 1

<div align="center">

Day Two Apportionment Guidance**

</div>

Poseidon:
        Offensive Counterair*: (airfields, air defenses, air/air defense related C3) 55%
        Defensive Counterair: (within your own territory) 20%
        Counterland: (CAS, interdiction) 20%
        Strategic Attack: (leadership, infrastructure) 5%

Neptune:
        Offensive Counterair*: (airfields, air defenses, air/air defense related C3) 55%
        Defensive Counterair: (within your own territory) 30%
        Counterland: (CAS, interdiction) 10%
        Strategic Attack: (leadership, infrastructure) 5%

*The ACES engine will not break down the targets the same way as we have taught the students. For example, ACES considers OCA as Offensive Counter Airfield vs. Air. To counter this, ensure that your students don't get confused; have them assign their packages to the apportioned categories stated above.

**The apportionment differences are based on the fact that Poseidon is trying to take territory vs. hold it. Therefore, Poseidon has more of an offensive stature vs. defensive like Neptune.

Attachment 2

Day Three Apportionment Guidance**

Poseidon:
      Offensive Counterair*: (airfields, air defenses, air/air defense related C3) 50%
      Defensive Counterair: (within your own territory) 25%
      Counterland: (CAS, interdiction) 20%
      Strategic Attack: (leadership, infrastructure) 5%

Neptune:
      Offensive Counterair*: (airfields, air defenses, air/air defense related C3) 55%
      Defensive Counterair: (within your own territory) 25%
      Counterland: (CAS, interdiction) 10%
      Strategic Attack: (leadership, infrastructure) 10%

*The ACES engine will not break down the targets the same way as we have taught the students. For example, ACES considers OCA as Offensive Counter Airfield vs. Air. To counter this, ensure that your students don't get confused; have them assign their packages to the apportioned categories stated above.

**The apportionment differences are based on the fact that Poseidon is trying to take territory vs. hold it. Therefore, Poseidon has more of an offensive stature vs. defensive like Neptune.

ESTIMATE BRIEFING TEMPLATE

Estimate Briefing

*After the flight has performed their initial OER they should put together an estimate briefing to make sure everyone understands the situation and the battlespace. Use attachment 6 to guide the briefing.

Situation Overview

*The flight should explain why the national leadership seen fit to employ our forces in this situation. A timeline is very useful at depicting this type of information.

Leadership

- Poseidon

- Neptune

*Here the flight should explain the differing leaders for each side and any important information about how this person rules and employs his/her forces. After all, it is the decision-maker we are ultimately trying to influence with military power.

Battlespace

- Geography
- Weather
- Hydrography
  – Coastlines
  – Rivers

*Here is where the flight should depict the operations area where we will employ forces. Have them use the ONC for this task. The JAOP Research lesson spelled out the areas that this should cover.

Fielded Forces

- Poseidon

- Neptune

*When the flight briefs the fielded forces they should let you know the numbers, types, training, location, and any other pertinent info. The ONC is very good at showing forces in relation to the battlespace. Make sure they cover both Red and Blue forces

Courses of Action

- Poseidon

- Neptune

*It is at this point that the flight should let you know what they think the adversary is going to do based on their forces, leadership, and the battlespace. They can come up with several options and you can help guide them. If they are going to plan a campaign it has to be in relation to what the other side is doing or going to do

CAMPAIGN PLAN BREIFING TEMPLATE

Campaign Plan

*This briefing will get across to the JFACC whether or not the flight is grasping the concepts associated with air campaign planning. This will be an expansion of the estimate briefing and incorporate the other planning steps, culminating in a finished plan.

Operational Environment Research

- History
- Geography
- Weather
- Culture
- Political Systems
- Economy
- Religion
- Infrastructure
- International Relations

- Connections to Allies
- Fielded Forces
- Geopolitical Objectives
- Potential Strategies
- Leadership personality/training

*This step is the most extensive because it involves the gathering of the data. It "bounds" the problem for the planners and lets them know their, and the adversary's, strengths and weaknesses.

Aerospace Objectives

- JFACC Objectives
  - Sub-objectives

*In this step, the flight will take the JFACC objectives they were given and break them down into sub-objectives. See the sub-objective sample for more information.

Centers of Gravity

- Enemy

- Friendly

*This step should show whether they flight knows the difference between a COG and a target. Make sure they address both the enemy and friendly COGs. Remind them about using Warden's Rings and the Strange Model.

Strategy

- Objective
  - Strategy
- Objective
  - Strategy

* A good strategy statement shows that the flight understands the objective and the effects required to meet the objective.

Campaign

*Most of this slide should be briefed on the ONC. Here the flight will outline the sequencing of how they will achieve the objectives and desired end-state. You might have them use slides to name the different parts of their campaign and illustrate it on the map.

Attachment 5

OPERATIONAL ENVIRONMENT RESEARCH (OER) CHECKLIST

STUDENT NOTE: Use this checklist as a guide for conducting the OER portion of your campaign planning.		
	Yes	**No**
Become familiar with the history of the region. Learn how this history may have an influence on how operations are conducted or why operations are conducted. If pertinent, be able to locate important historical areas on the chart.		
Be able to explain how geography can/will impact operations in the region. As a minimum, identify how the following geographic features can/will impact operations: coastlines, mountains, rivers, swamps, plains, urban areas, and rural areas. Be able to identify key geographic areas on the chart.		
Be able to explain the normal weather in the region and how the weather could impact operations in the region during this time of year. Get current weather data from the ACES GUI.		
Understand the differing cultures in the region. Most of this information is found in the country studies.		
Understand the friendly and adversary political systems and their strengths and weaknesses. This information can be found in the country studies.		
Explain the economic information for the friendly and adversary countries. Be able to explain whether or not the countries have strong or weak economies, and what the country's economies rely on. This information is available in the country studies.		
Understand what the predominant religious factors are for the region and what, if any, impact religion could have on operations.		
Use all available information to gain an understanding of both the friendly and adversary infrastructures. Key on which of the infrastructure entities have obvious weaknesses and strengths for both the adversary and enemy. Be sure to cover the power production, petroleum, oil and lubricants (POL), and transportation.		
Discern how each country performs its international relations. Is the country isolationist? Does it rely on any particular country for support or patronage? This information can be found in the country studies.		
In addition to its international relations, what alliances does each country have?		
Be aware of each countries armed forces. What are their orders of battle? What are their training levels? Do they have any recent war experiences? Do they have any night fighting capabilities? What are their doctrine and strategies? What are their key support capabilities? Use the ONC to depict as much of this information as possible. The information gains meaning when shown in respect to the battlespace.		
Be familiar with both friendly and adversary geopolitical objectives.		
Based on all the information you have on the adversary, be able to postulate potential strategies they might use to gain their objectives.		

Attachment 6

ESTIMATE BRIEFING CHECKLIST

	Yes	No
AOC DIRECTOR NOTE: use this checklist to ensure that the flight is staying focused and is not missing anything crucial needed for planning		
Situation Overview: did the flight exhibit an understanding of the overall situation and why military forces were being employed to settle the matter?		
Leadership: did the flight grasp the overall leadership situation and how command and control is accomplished within the government and military?		
Battlespace: did the flight adequately cover the key features of the battlespace that would have some impact on the employment of aerospace forces?		
Fielded forces: did the flight give an adequate overview of the host nation forces and the forces deployed into the country to support the crisis?		
Courses of Action: did the flight come up with possible courses of action for the adversary that was supported by their doctrine, training, objectives, and leadership?		

Attachment 7

OBJECTIVE/SUB-OBJECTIVE SAMPLES

The object of writing sub-objectives is so that the objectives meet the criteria for good objectives, i.e., they are clear, concise, attainable, and measurable. As the current objectives are written, they are not very clear, nor necessarily attainable. Below are a few examples of how to write sub-objectives to more adequately let the students meet their objectives.

Objective: Isolate Country X's leadership from the battlespace

Sub-objective: Deny use of the satellite communications center in the capitol city.

Objective: Maintain air superiority over all areas necessary; permitting unhindered air operations.

Sub-objective: Destroy the SA-5 site

Objective: Maintain air superiority over all areas necessary; permitting unhindered air operations.

Sub-objective: Maintain air superiority over the disputed area for the length of the conflict.

Attachment 8

CENTERS OF GRAVITY

LEADERSHIP:

1.
2.
3.
4.
5.

INFRASTRUCTURE

1.
2.
3.
4.
5.

ORGANIC ESSENTIALS

1.
2.
3.
4.
5.

POPULATION

1.
2.
3.
4.
5.

FIELDED FORCES

1.
2.
3.
4.
5.

Attachment 9

CAMPAIGN PLAN BRIEFING CHECKLIST

JFACC/AOC DIRECTOR NOTE: Use as a guide to critique flight's campaign plan		
	Yes	**No**
OER:		
Did the flight cover the friendly/enemy geography? Ensure that the flight has a grasp of all key terrain.		
Did the flight cover the areas weather? Ensure that the flight has a grasp of the importance of weather on operations (e.g. precision munitions).		
Did the flight cover the region's historical perspectives? Ensure that the flight understands how important it is to grasp the social, political, religious roots of a region so as not to mirror image our beliefs and philosophies onto the region.		
Did the flight cover the political/military considerations? This would be the ties each country has to other countries, groups, organizations, etc., and how they could impact operations.		
Did the flight cover the socio-economic considerations?		
Did the flight identify and plot the air defenses in the main battle area (MBA)?		
Did the flight identify the friendly/enemy air bases and list their orders of battle (OB)?		
Did the flight identify the friendly/enemy naval positions and strengths?		
Did the flight identify friendly/enemy lines of communication (LOC) to include pipelines, roads, railroads, bridges, tunnels, etc?		
OBJECTIVE DETERMINATION:		
Did the flight derive specific objectives from the general aerospace objectives they were provided? The flight is tasked with deriving sub-objectives from the provided aerospace objectives.		
Did the flight ensure that the objectives they stated met the criteria for objectives: clear, concise, attainable, and measurable?		
Did the flight understand the linkage between National, JFC, and JFACC objectives? Refer to the provided strategy/objective handout.		
Did the flight exhibit an understanding of how aerospace objectives can support ground and/or naval objectives? Ensure that the flight knows that most interdiction objectives/targets are to support the JFLCC.		
Did the flight address the constraints/restraints they must operate within?		
Did the flight state what the end-state would be?		
CENTER OF GRAVITY IDENTIFICATION (COG):		
Did the flight exhibit a full understanding of what a COG is?		
Did the flight identify friendly/enemy strengths and weaknesses? Specifically, aerospace and air defense related strengths and weaknesses.		
Did the flight identify the importance of protecting friendly COGs along with effecting enemy COGs?		
Did the flight use any tools to derive COGs, i.e., Warden's Rings?		
Did the flight use any tools to derive any initial target sets or targets? The flight could use Dr. Strange's model for this task.		
Did the flight discuss the ability to effect a target directly or indirectly with aerospace forces?		
STRATEGY DEVELOPMENT:		
Did the flight exhibit an understanding of what a strategy statement should entail? Ensure the students understand that a strategy statement should be a clear statement of how the JFACC intends to achieve each aerospace objective.		
Did the flight have a clear strategy statement for each aerospace objective? These statements should use terms such as: control, paralyze, isolate, neutralize, attrit, delay, decapitate, etc.		

CAMPAIGN PLAN:		
Did the flight effectively translate how they intended to use their strategy to achieve their stated objectives in an aerospace campaign? The flight should be using the ONC to depict a general picture of how they intend for their plan to work. This should include a big picture look at which COGs and targets will be hit in which phase to gain the desired effect and end-state.		
Did the flight take into account how they intend to protect their friendly COGs?		
Did the flight present an ISR plan to support their overall campaign plan?		
Did the flight exhibit an understanding of how important it is to have a way of measuring an effect by using a measure of merit (MOM) for the target they hope to effect? The students should have ensured that their ISR plan fully supported proposed operations.		
Did the flight understand how effects-based targeting should be employed to support their plan? For instance, did they use terms such as disruption, distribution, and duration to describe how they wanted to effect the adversaries systems.		
Did the flight present an apportionment recommendation to meet their campaign objectives?		

Attachment 10

COMBAT ASSESSMENT BRIEFING PREPARATION CHECKLIST

STUDENT NOTE: use this checklist to ensure that you have all the information you need to prepare and present the combat assessment briefing		
	Yes	**No**
Have the overnight reports been received and broken out by ISR		
Were the results of all missions tasked reflected in the overnight reports		
Did you tie all targets struck back to one of the JFACC objectives/sub-objectives		
If the objectives were not achieved, have decided to ask for a reattack recommendation		

COMBAT ASSESSMENT BRIEFING TEMPLATE

Combat Assessment Briefing

Previous current   Objectives

⬭   ⬭   1.

⬭   ⬭   2.

⬭   ⬭   3.

⬭   ⬭   4.

⬭   ⬭   5.

⬭   ⬭   6.

⬭   ⬭   7.

◍ Unknown   ◍ Not Met   ◍ Partially Met   ◍ Fully Met

*After the students receive their overnight reports they will be able to depict how they are doing based the reported current effectiveness of the targets struck. The "Previous" circles should be filled based on what we knew about the target at the start of the wargame.
(Day Three Only)

Combat Assessment Briefing

Previous current   Objectives

⬭   ⬭   8.

⬭   ⬭   9.

⬭   ⬭   10.

⬭   ⬭   11.

⬭   ⬭   12.

⬭   ⬭   13.

⬭   ⬭   14.

◍ Unknown   ◍ Not Met   ◍ Partially Met   ◍ Fully Met

Objective ___ Targets

TARGET   RESULTS

1. ○
2. ○
3. ○
4. ○
5. ○
6. ○
7. ○
8. ○
9. ○
10. ○

◍ Unknown   ▦ Not Met   ▩ Partially Met   ▨ Fully Met

*Based on the effect the students were trying to obtain, they will be able to break down the targets by objective and show their status.

Objective ___ Targets

TARGET   RESULTS

11. ○
12. ○
13. ○
14. ○
15. ○
16. ○
17. ○
18. ○
19. ○
20. ○

◍ Unknown   ▦ Not Met   ▩ Partially Met   ▨ Fully Met

Reattack Recommendations

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

*Based on the flight's campaign plan, and the results they have received from attacks, they will be able to make reattack recommendations for the current planning day.

MASTER AIR ATTACK PLAN

Overview

- Aircraft Apportionment
  - ___% OCA
  - ___% DCA
  - ___% SA
  - ___% Counterland

*This slide should reflect the current apportionment guidance as provided by the JFACC.

Aircraft Allocation: OCA

- ___ F-16CJ
- ___ F-16C
- ___ F-15E
- ___ B-1B
- ___ F-117
- ___ B-52
- ___ F-15C
- ___ MIRAGE
- ___ TORNADO

- ___ F-14
- ___ AC-130
- ___ B-2
- ___ EA-6B
- ___ FA-18
- ___ HARRIER
- ___ JAGUAR
- ___ A-10
- ___ Cruise Missiles

* Use the Aircraft Allocation Worksheet located on the Intelink website to get these numbers.

Aircraft Allocation: DCA

- ___ F-16CJ
- ___ F-16C
- ___ F-15E
- ___ B-1B
- ___ F-117
- ___ B-52
- ___ F-15C
- ___ MIRAGE
- ___ TORNADO

- ___ F-14
- ___ AC-130
- ___ B-2
- ___ EA-6B
- ___ FA-18
- ___ HARRIER
- ___ JAGUAR
- ___ A-10
- ___ Cruise Missiles

* Use the Aircraft Allocation Worksheet located on the Intelink website to get these numbers.

Aircraft Allocation: Counterland

- ___ F-16CJ
- ___ F-16C
- ___ F-15E
- ___ B-1B
- ___ F-117
- ___ B-52
- ___ F-15C
- ___ MIRAGE
- ___ TORNADO

- ___ F-14
- ___ AC-130
- ___ B-2
- ___ EA-6B
- ___ FA-18
- ___ HARRIER
- ___ JAGUAR
- ___ A-10
- ___ Cruise Missiles

* Use the Aircraft Allocation Worksheet located on the Intelink website to get these numbers.

Aircraft Allocation: SA

- ___ F-16CJ
- ___ F-16C
- ___ F-15E
- ___ B-1B
- ___ F-117
- ___ B-52
- ___ F-15C
- ___ MIRAGE
- ___ TORNADO

- ___ F-14
- ___ AC-130
- ___ B-2
- ___ EA-6B
- ___ FA-18
- ___ HARRIER
- ___ JAGUAR
- ___ A-10
- ___ Cruise Missiles

* Use the Aircraft Allocation Worksheet located on the Intelink website to get these numbers.

1ST WAVE
Time:_____

Targets:

Objective:

*Using this slide and the ONC, the students will show you how they are applying aerospace power using phasing, to achieve effects to achieve objectives.

2nd WAVE
Time:_____

Targets:

Objective:

*Using this slide and the ONC, the students will show you how they are applying aerospace power using phasing, to achieve effects to achieve objectives.

3rd WAVE
Time:_____

Targets:

Objective:

*Using this slide and the ONC, the students will show you how they are applying aerospace power using phasing, to achieve effects to achieve objectives. Use more waves as needed.

ISR Plan

- ___ AWACS
- ___ EC-130
- ___ JSTARS
- ___ U-2
- ___ UAV
- ___ Satellite

*Now that the students have shown you what they plan, they have to show you how they are going to know they are successful. They should show you where these assets are concentrating on the ONC.

Attachment 13

COMBAT ASSESSMENT BRIEFING CHECKLIST

	Yes	No
NOTE TO AOC DIRECTOR: Use this checklist to take the flight's combat assessment briefing. Ensure that the flight fully understands the outcome of the previous day's missions.		
Do the results you were briefed show progress towards the achievement of the stated objectives?		
Did the students exhibit an understanding of the importance of combat assessment to ensuring the campaign meeting the objectives?		
Do the students know which directorate in the AOC would use the combat assessment to ensure the campaign is on track? (Strategy Division)		
Did the student's reattack recommendation stay in-line with their overall campaign strategy?		

Attachment 14

MAAP BRIEFING CHECKLIST

	Yes	No
JFACC NOTE: Use this checklist to ensure that the flight has accomplished all pertinent tasks for the MAAP Briefing		
Apportionment: Did the flight accurately reflect the apportionment guidance given to them earlier that day		
Allocation-OCA: Ensure that the flight has uses the Apportionment/Allocation worksheet on Intelink to determine the total sorties being flown to meet the JFACC's apportionment guidance. Additionally, make sure that the flight is concentrating on effects vs. airframe in performing their missions. Also, make sure that airframes, such as stealth, are being used in the way they were intended.		
Allocation-DCA: Ensure that the flight has uses the Apportionment/Allocation worksheet on Intelink to determine the total sorties being flown to meet the JFACC's apportionment guidance. Additionally, have the flight explain their rationale for putting their DCA assets where they did. Also, ensure that HVAA or protected by DCA assets.		
Allocation-Counterland: Ensure that the flight has uses the Apportionment/Allocation worksheet on Intelink to determine the total sorties being flown to meet the JFACC's apportionment guidance. Additionally, make sure that the flight is concentrating on effects vs. airframe in performing their missions.		
Allocation-SA: Ensure that the flight has uses the Apportionment/Allocation worksheet on Intelink to determine the total sorties being flown to meet the JFACC's apportionment guidance. Additionally, make sure that the flight is concentrating on effects vs. airframe in performing their missions. According to which targets are hit, have the flight explain what their rationale was in hitting the targets shown and what effect was expected.		
1st Wave: On this slide should depict the flight's timing for their first wave. The slide should have the time over target for this wave, the targets being struck, and the objective(s) being met. Make sure that airframes, such as stealth, are being used in the way they were intended.		
2nd Wave: On this slide should depict the flight's timing for their second wave. The slide should have the time over target for this wave, the targets being struck, and the objective(s) being met. Make sure that airframes, such as stealth, are being used in the way they were intended.		
3rd Wave: On this slide should depict the flight's timing for their third wave. The slide should have the time over target for this wave, the targets being struck, and the objective(s) being met. Also, make sure that airframes, such as stealth, are being used in the way they were intended. Make sure that airframes, such as stealth, are being used in the way they were intended.		
ISR Plan: The students will outline how they intend to use ISR to support their plan on this slide. They should also use the ONC to show where these assets will be located..		

Attachment 15

MAAP BRIEFING PREPARATION CHECKLIST

	Yes	No
STUDENT NOTE: Use this checklist to ensure that you are accomplishing all pertinent tasks for the MAAP Briefing		
Apportionment: use the apportionment given by the JFACC at the start of the day to complete this slide.		
Allocation-OCA: put the amount of each airframe type that you are using to accomplish this mission area. Divide the number of OCA missions you have by the total number of airframes to ensure that you are meeting the JFACC's apportionment guidance.		
Allocation-DCA: put the amount of each airframe type that you are using to accomplish this mission area. Divide the number of DCA missions you have by the total number of airframes to ensure that you are meeting the JFACC's apportionment guidance.		
Allocation-Counterland: put the amount of each airframe type that you are using to accomplish this mission area. Divide the number of Counterland missions you have by the total number of airframes to ensure that you are meeting the JFACC's apportionment guidance.		
Allocation-SA: put the amount of each airframe type that you are using to accomplish this mission area. Divide the number of SA missions you have by the total number of airframes to ensure that you are meeting the JFACC's apportionment guidance.		
1st Wave: On this slide you will get across to the JFACC your phasing. You will put the time over target for this wave, the targets being struck, and the objective(s) being met.		
2nd Wave: On this slide you will get across to the JFACC your phasing. You will put the time over target for this wave, the targets being struck, and the objective(s) being met.		
3rd Wave: On this slide you will get across to the JFACC your phasing. You will put the time over target for this wave, the targets being struck, and the objective(s) being met.		
ISR Plan: On this slide you will put the number of assets you will be employing to support that planning day's missions. You will also annotate on the ONC where these assets will be to perform their missions.		

Attachment 16

APPORTIONMENT AND ALLOCATION INSTRUCTIONS

All the instructions for performing this task are now contained on Intelink and the ASBC intranet. If you have any questions see your flight commander.

End of Day Checklist

STRAIGHTEN WORK AREAS:
> (the better you prepare now is less you'll have to do in the morning)

LAPTOPS/PRINTER:

- CAREFULLY DISCONNECT PIGTAILS FROM COMPUTERS. Part where pigtail plugs into laptop is very fragile.
- Put computers back in cases to protect from moisture (ensure pigtails are also in case)
- Zip the laptop cases closed
- UNPLUG all electrical devices from wall outlets
- RETURN ALL COMPUTER EQUIPMENT TO THE WAREHOUSER

TRASH:

- REMOVE ALL TRASH:
  - Tie trash bag shut and carry to brown dumpster at north end of site
- EMPTY WATER JUG AND RETURN TO WAREHOUSE

TENT:

- Material needs to reach the ground and lay smooth behind rope x's
- Zip corners
- Secure eve vent ropes to ropes on sides
- Get Flt/CC to inspect tent
- Fix any problems
- Close doors and secure with at least two buttons on both sides
- EITHER – go to the flag pole and be ready to form-up by flight for retreat OR
- REMAIN OUTSIDE YOUR TENT UNTIL YOUR CHALK NUMBER IS CALLED TO BOARD THE BUS. There may not be enough busses for all to ride at once. Flights will be called in the order they arrived – first chalk to last chalk

FINAL DAY TEAR DOWN

Flight Commanders, read this carefully and then designate someone to be in charge of getting it done. Flights will not be allowed to leave the site until cleared by Site Personnel checking to make sure all items have been completed satisfactorily.

COMPUTERS, PRINTERS, DISKS, POWER STRIPS:

- Disconnect Fiber optic cable from HUB
- Flt/CC will ensure the following:
    - Delete all folders and files from hard drive that your flight created
    - Disconnect and neatly coil all cables
- Put printer back in box with original packing – include power cord, printer cable, software disks, and documentation
- Flt/CC will turn in the laptop/hub/printer (including the hand receipt) to the main warehouse

PHONES, CLOCK, POWER STRIPS, FANS (IF APPLICABLE):

- Unplug phones from wall jack and put phones and clock in empty green bin that's been sitting in your tent – take this bin to warehouse. (NOTE: Your flight's green bin of supplies will return with you on the bus)
- Return all power strip(s), fans, clocks, or phones to the main warehouse.

GENERAL:

- Empty water jugs, replace lid and bring to warehouse
- Clean all status boards of all information – paper towels are available from support staff
- Police area around tent and around entire site – all gray gravel needs to be cleaned of all trash, paper – smokers, please pick up cigarette butts from areas used for smoking
- Empty trashcans completely and leave in tent with lid off
- Sweep floor of tent – you will need to move remaining tables and chairs around to do this job right – **BE SURE HUB HAS BEEN REMOVED BEFORE YOU SWEEP**
- Exit tent
- Drop sides of tent and ensure material lies flat and neat all the way to the ground behind rope Xs
- Make sure tent roof vents are closed and that those ropes are tied to something secure
- Form-up outside the front of your tent when ready to be checked
- When your tent has been checked and you've been dismissed for Retreat, close doorways by buttoning at least two buttons on both sides
- Proceed to assembly area for Retreat – wait quietly, at-ease in a neat formation
- Following Retreat, stay in the area unless given permission otherwise
- Listen for your chalk to be called then proceed to bus boarding area